Riversprings Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

https://rms.wakullaschooldistrict.org/

Demographics

Principal: Joshua Sandgren

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (62%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Wakulla County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	62%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

RMS shares the District's Purpose, which is, "A rigorous and appropriate education that results in success for all students."

Provide the school's vision statement.

RMS shares the District's Direction, which is, "COMMITTED TO SUCCESS for students, teachers, staff and our school system."

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sandgren, Joshua	Principal	
Pafford, Bethany	Assistant Principal	
Wells, Jessica	Dean	Discipline
Smit, Camden	Dean	Student Services
Dykes, Kelly	Teacher, K-12	AVID School Coordinator
Thaxton, Jennifer	Teacher, K-12	School Improvement Chairperson
Jamison, Lesley	Instructional Coach	Instructional Coach

Demographic Information

Principal start date
Monday 6/1/2020, Joshua Sandgren

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

555

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	176	191	188	0	0	0	0	555
Attendance below 90 percent	0	0	0	0	0	0	60	64	55	0	0	0	0	179
One or more suspensions	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	18	11	15	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	18	24	14	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	35	26	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	39	44	0	0	0	0	119
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	27	23	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	36	36	0	0	0	0	101

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	191	172	198	0	0	0	0	561
Attendance below 90 percent	0	0	0	0	0	0	29	28	28	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	11	23	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	23	23	0	0	0	0	65

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	16	20	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	191	172	198	0	0	0	0	561
Attendance below 90 percent	0	0	0	0	0	0	29	28	28	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	11	23	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	23	23	0	0	0	0	65

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	14	16	20	0	0	0	0	50

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	62%	54%	66%	67%	53%
ELA Learning Gains				51%	52%	54%	62%	63%	54%
ELA Lowest 25th Percentile				46%	48%	47%	45%	50%	47%
Math Achievement				63%	69%	58%	64%	69%	58%
Math Learning Gains				57%	61%	57%	54%	59%	57%
Math Lowest 25th Percentile				40%	52%	51%	53%	56%	51%
Science Achievement				52%	61%	51%	60%	59%	52%
Social Studies Achievement				74%	80%	72%	76%	82%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	53%	3%	54%	2%
Cohort Comparison						
07	2021					
	2019	53%	56%	-3%	52%	1%
Cohort Comparison		-56%				
08	2021					
	2019	65%	64%	1%	56%	9%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	68%	63%	5%	55%	13%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	53%	59%	-6%	54%	-1%
Cohort Comparison		-68%				
08	2021					
	2019	30%	48%	-18%	46%	-16%
Cohort Comparison		-53%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	51%	58%	-7%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	80%	-80%	67%	-67%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	73%	78%	-5%	71%	2%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	86%	58%	28%	61%	25%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	72%	28%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading 21-22
STAR Math 21-22

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	97/170 =57%		
	Economically Disadvantaged	22/57=39%		
	Students With Disabilities	6/32=19%		
	English Language Learners	0/1=0%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77/157=49%		
	Economically Disadvantaged	19/51=37%		
	Students With Disabilities	6/28=21%		
	English Language Learners	0/1=0%		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	100/182=55%		
	Economically Disadvantaged	26/59=44%		
	Students With Disabilities	3/23=13%		
	English Language Learners	N/A		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89/158=56%		
	Economically Disadvantaged	26/51=51%		
	Students With Disabilities	4/21=19%		
	English Language Learners	N/A		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	110/182=40%		
	Economically Disadvantaged	23/60=38%		
	Students With Disabilities	10/21=48%		
	English Language Learners	N/A		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	99/150=66%		
	Economically Disadvantaged	22/48=46%		
	Students With Disabilities	4/18=22%		
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	38	45	35	47	43	21	43			
BLK	42	55	44	40	55	50	19	80			
HSP	50	61		72	67						
MUL	56	61	46	53	44	43	33				
WHT	62	56	40	65	54	37	51	73	69		
FRL	43	46	38	47	44	39	38	54	45		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	45	41	35	37	29	22	47			
BLK	48	53	41	38	37	38	24	61			
HSP	44	53		63	67						
MUL	39	41		34	44	27	33	64			

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	63	51	49	69	60	42	58	76	86		
FRL	50	48	46	52	49	37	44	67	79		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	28	42	25	31	41	34	38	45			
BLK	54	62	57	43	56	48	50	53			
HSP	62	67		46	33						
MUL	52	63		52	63						
WHT	68	62	42	68	54	55	61	78	79		
FRL	56	57	44	49	49	51	49	66	61		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All areas saw a drop in proficiency and learning gains, as was seen in most schools across the state. ELA lower quartile and Math lower quartile learning gains showed the lowest performance in 2020-2021. Both areas were below the state and district average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA lower quartile gains dropped from 46% in 2018-2019 to 40% in 2020-2021.
Math lower quartile learning gains remained at 40% in 2020-2021.
Science proficiency dropped from 52% in 2018-2019 to 46% in 2020-2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Attendance and distance learning both contributed to this need for improvement. In the 2019-2020 school year, students missed an entire 9 weeks of instruction due to the school shutdown resulting from the COVID 19 virus. In the 2020-2021 school year, students had the option of attending school in person or through distance learning. While some of the students were successful with distance learning, many students were not as successful as they had been with in person learning. This seemed especially true with the students in the lowest quartile. Also, students were quarantined due to possible exposure for 14 days each time they were possibly exposed, and missing this amount of school made it difficult for some students to learn and retain information. For the 2021-2022 school year, distance learning is no longer offered through the district so most students are now learning in person, and quarantine rules have changed so students are not missing near the amount of school as last year. In addition, we are utilizing CANVAS to mirror all content for every in person class, which will ensure that students who are absent for an extended period of time can access the same content and materials that they would have in class.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We did not have any areas show improvement. ELA and Civics showed the least loss in scores, with ELA moving from 60% in 2019 to 58% in 2021, and Civics dropping from 74% to 71%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

For students identified as struggling through progress monitoring in ELA, we continued to use READ 180 and Achieve 3000 programs and to monitor those students throughout the year. We started using iReady materials in all classes to strengthen basic skills.

What strategies will need to be implemented in order to accelerate learning?

We will continue using iReady materials in ELA and start using them in math in order to reinforce basic skills. We will continue using the READ 180 and program as well as the Achieve 3000 program, and will modify the structure of the Achieve 3000 program to better fit the needs of the students. We will be offering after school math and science enrichment to strengthen students' skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training for teachers in READ 180 and Achieve 3000
District Collaboration Teams (DCT) in all core subject areas to set common curriculum and produce materials that activate higher order thinking skills.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continue progress monitoring so that teachers have a range of data to help identify students who may be struggling with a concept or skill.
Continue using READ 180 and Achieve 3000 with ELA classes; continue using iReady materials for all classes.
Introduction of FOCUS analytics to help administrators monitor school data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA achievement (proficiency) in 2020-2021 dropped from 60% to 59% ELA Learning Gains for 2020-2021 were 57%. ELA Lowest Quartile Learning Gains for 2020-2021 were 40% Aligns to District Goal A2.
Measurable Outcome:	ELA proficiency will measure above the state average in all grade levels. School average ELA proficiency will increase from 59% to 61%.
Monitoring:	Supplemental/ Remedial Instruction: Level 1 students - Read 180; Level 2 students - Achieve 3000 Response to Intervention Process School-wide implementation of AVID strategies: focused note-taking, planners, binders Teacher Coaches Collaborative Teaching Instructional Coaches Ongoing Progress Monitoring Classroom Walkthroughs DSBAs
Person responsible for monitoring outcome:	Joshua Sandgren (joshua.sandgren@wcsb.us)
Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address learning gaps that may be hindering students' understanding of grade-level standards. Read 180 and Achieve 3000 will be offered both in the classroom and as part of the LMS curriculum to serve all students; these are research-based programs that provide students with standards-based, customized learning experiences that bridge gaps toward mastery. Students in the classroom who are identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individual student needs to maximize learning and growth.
Rationale for Evidence-based Strategy:	Student progress towards mastery of standards is monitored using STAR reading according to the district plan. AVID is a research-based program that improve instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring. This year all teachers received training on the Canvas platform. Canvas LMS will be used to ensure uninterrupted instruction for students who are home for extended period The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance teaching, and much more.

Action Steps to Implement

Summer professional development for classes instructing students below proficiency in reading (Read 180, Achieve 3000), evidenced through sign-in sheets and feedback in ePDC.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all FSA Reading Level 1 students in Read 180 classes, evidenced through FOCUS class lists and student test data.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all FSA Reading Level 2 students in Achieve 3000 classes, evidenced through FOCUS class lists and student test data.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process, evidenced through FOCUS class lists and student test data.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Monitor progress of students using STAR, DSBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach), evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader), evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Model reading lessons as needed (Instructional Coach/Teacher Coach), evidenced by Teacher Coach logs.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all ELA classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math achievement (proficiency) in 2020-2021 dropped from to 62% Math Learning Gains for 2020-2021 were 54%. Math Lowest Quartile Learning Gains for 2020-2021 were 41% Aligns to District Goal A1
Measurable Outcome:	Math proficiency will be above the state average in all grade levels. School average Math proficiency will increase from 62% to 65%.
Monitoring:	Response to Intervention Process Supplemental/ Remedial Instruction using Computer-based Interactive Math programs: Freckle, Khan Academy School-wide implementation of AVID strategies: focused note-taking, planners, binders Teacher Coaches Collaborative Teaching Instructional Coaches Ongoing Progress Monitoring
Person responsible for monitoring outcome:	Joshua Sandgren (joshua.sandgren@wcsb.us)
Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Freckle Math and Khan Academy are research-based programs that provide students, both traditional and distance learning, with a standards-based, customized learning experience that will bridge gaps toward mastery. Students identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions, according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs in the classroom and through the LMS to maximize learning and growth. Student progress towards mastery of standards is monitored using STAR math according to the district plan. AVID is a research-based program that improve instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers.
Rationale for Evidence-based Strategy:	Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring. This year all teachers received training on the Canvas platform. Canvas LMS will be used to ensure uninterrupted instruction for students who are home for extended periods. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with needed professional development and mentoring. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance teaching, and much more.

Action Steps to Implement

Provide DCT professional development during the summer for math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

Person Responsible   Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all students in Freckle Math, evidenced by Freckle Math enrollment reports.

Person Responsible   Lesley Jamison (lesley.jamison@wcsb.us)

Provide supplemental/remedial instruction for students not showing proficiency on the FSA, evidenced through FOCUS class lists and student test data.

Person Responsible   Bethany Pafford (bethany.pafford@wcsb.us)

Monitor progress of students using STAR and SBA data, evidenced through STAR and FOCUS reports.

Person Responsible   Bethany Pafford (bethany.pafford@wcsb.us)

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners (Teacher Coaches/ ESE Team Leader), evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible   Bethany Pafford (bethany.pafford@wcsb.us)

Collaboration between grade level and subject area teachers to maintain pacing and create standards-based materials in all content areas (Teacher Coaches), evidenced by Teacher Coach logs.

Person Responsible   Bethany Pafford (bethany.pafford@wcsb.us)

Model math lessons as needed (Instructional Coach/Teacher Coach).

Person Responsible   Lesley Jamison (lesley.jamison@wcsb.us)

Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all math classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible   Joshua Sandgren (joshua.sandgren@wcsb.us)

After school math instruction and test preparation twice weekly, each semester, as evidenced through after school attendance records.

Person Responsible   Joshua Sandgren (joshua.sandgren@wcsb.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Academic performance of students with disabilities in 2018-2019 was 32% in ELA and 35% in math. Academic performance of students with disabilities in 2020-2021 was 24% in ELA and 34% in math. The overall federal percent of points index for SWD in 2018-2019 was 36% which is 5% below the minimum federal percent of points threshold of 41%.
Measurable Outcome:	Increase the academic performance of students with disabilities from a federal percent of points index of 36% to 41% or higher.
Monitoring:	Supplemental/ Remedial Instruction: Read 180, Achieve 3000, Learning Ally Supplemental/Remedial Instruction using Computer-based interactive math programs: Freckle Math, Khan Academy School-wide implementation of AVID strategies: focused note-taking, planners, binders Teacher Coaches Collaborative Teaching Instructional Coaches
Person responsible for monitoring outcome:	Bethany Pafford (bethany.pafford@wcsb.us)
Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students may have that may be hindering their understanding of grade-level standards. Achieve 3000, Read 180, Accelerated Math, and Khan Academy are research-based programs that provide students with a standard-based, customized learning experience that will bridge gaps toward mastery and will be offered in the classroom as well as be part of the distance learning curriculum to serve all students.. Students with disabilities will receive educational accommodations as listed in their IEPs to provide access to curriculum and meet individualized student needs to maximize learning and growth.
Rationale for Evidence-based Strategy:	AVID is a research-based program that improve instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. This year all teacher coaches received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructional planning, program implementation, distance learning, and much more.

Action Steps to Implement

Identify the students with disabilities at RMS, evidenced through FOCUS class lists and student test data.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Provide professional development during the summer for teachers assigned to Read 180 or Achieve 3000 classes, evidenced through teacher sign in sheets and ePDC transcripts.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Provide DCT professional development during the summer for ELA and math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all students in Freckle Math, evidenced through Freckle Math enrollment reports.

Person Responsible	Lesley Jamison (lesley.jamison@wcsb.us)

Provide supplemental/remedial instruction for students not showing proficiency on the FSA Math, evidenced through FOCUS class lists and student test data.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all level 1 ELA students in Read 180. Enroll all level 2 ELA students in Achieve 3000. Evidenced through FOCUS class lists and student test data.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Provide instructions for new teachers on how to access IEPs through FOCUS, evidenced through mentor teacher log sheets.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Monitor the academic progress of students with disabilities specifically through grade checks, data from Accelerated Math, Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers, evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

Person Responsible	Lesley Jamison (lesley.jamison@wcsb.us)

Monitor progress of students with disabilities using STAR, DSBA/SBA, and Read 180 and Achieve 3000 data as well as IEP goal progress reports/ consultation logs through quarterly data meetings (Instructional Coach/ ESE Team Leader), evidenced through STAR, FOCUS, Read 180, Achieve 3000, and PEER reports.

Person Responsible	Lesley Jamison (lesley.jamison@wcsb.us)

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners and implementation of classroom accommodations (Teacher Coaches/ ESE Team Leader), and follow district pacing calendars, evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach), evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible	Lesley Jamison (lesley.jamison@wcsb.us)

Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all classrooms.

AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible   Joshua Sandgren (joshua.sandgren@wcsb.us)

#4. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Academic performance of multiracial students in 2018-2019 was 39% in ELA and 34% in math. Academic performance of multiracial students in 2020-2021 was 55% in ELA and 50% in math The overall federal percent of points index for this subgroup in 2018-2019 is 40% which is 1% below the minimum federal percent of points threshold of 41%.
Measurable Outcome:	Increase the academic performance of multiracial students from a federal percent of points index of 40% to 41% or higher.
Monitoring:	Supplemental/Remedial Instruction in ELA: Level 1 – Read 180, Level 2 – Achieve 3000 Response to Intervention Process Supplemental/Remedial Instruction using Computer-based interactive math programs: Freckle Math, Khan Academy Schoolwide implementation of AVID Strategies: focused note-taking, planners, binders Teacher Coaches Collaborative teaching Instructional Coaches
Person responsible for monitoring outcome:	Bethany Pafford (bethany.pafford@wcsb.us)
Evidence-based Strategy:	Supplemental/remedial instruction for students not showing proficiency on the FSA will address any learning gaps students have that may be hindering understanding of grade-level standards. Read 180 and Achieve 3000 will be offered in the classroom and on the LMS platform to serve all students. These research-based programs provide students with standards-based, customized learning experiences that bridge gaps toward mastery. Students in the classroom identified through ongoing data review as not meeting grade-level mastery will receive targeted interventions according to the district's RtI process. This differentiated, targeted instruction meets individual student needs, maximizing learning and growth.
Rationale for Evidence-based Strategy:	AVID is a research-based program that improve instruction and student engagement. This program increases student achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills as well as fostering collaboration among students and teachers. Teacher coaches, collaborative teaching, and the use of instructional coaches will increase student achievement by providing teachers with the professional development and mentoring they need to become effective teachers. This year all teacher coaches received training on the Canvas platform so that they can provide additional assistance to teachers. The biggest influence on student achievement is effective instruction. These systems will provide support for teachers in data analysis, instructionally planning, program implementation, distance learning, and much more.
Action Steps to Implement	

Identify the students coded as multiracial, evidenced through FOCUS reports.

Person Responsible	Jennifer Thaxton (jennifer.thaxton@wcsb.us)

Provide professional development during the summer for teachers assigned to Read 180 and Achieve 3000 classes, as well as DCT for ELA and Math teachers, evidenced through teacher sign in sheets and ePDC transcripts.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all students in Freckle Math, evidenced through Freckle Math enrollment records.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Provide supplemental/remedial instruction for students not showing proficiency on the FSA Math, evidenced through FOCUS class lists and student test data.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Enroll all level 1 ELA students in Read 180. Enroll all level 2 ELA students in Achieve 3000. Evidenced through FOCUS class lists and student test data.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process, evidenced through FOCUS class lists and student test data.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Monitor the academic progress of multiracial students specifically through grade checks, data from Accelerated Math, Khan Academy, Read 180, Achieve 3000, and/or Accelerated Reader completed bimonthly by ELA and math teachers, evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

Person Responsible Bethany Pafford (bethany.pafford@wcsb.us)

Monitor progress of multiracial students using STAR, DSBA/SBA, and Read 180 and Achieve 3000 data through quarterly data meetings (Instructional Coach), evidenced through STAR, FOCUS, Read 180, and Achieve 3000 reports.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Model reading/ math lessons as needed (Instructional Coach/Teacher Coach), evidenced by Teacher Coach logs.

Person Responsible Lesley Jamison (lesley.jamison@wcsb.us)

Use AVID strategies, such as Focused Note Taking, Close and Careful Reading, Graphic Organizers, Summarizing, Levels of Thinking, Questioning, Reflections, and Binders and Planners, in all classrooms. AVID strategies are recorded in the AVID Faculty Handbook and submitted to the principal monthly. Evidenced by AVID lesson plans submitted in AVID Faculty Handbook.

Person Responsible Joshua Sandgren (joshua.sandgren@wcsb.us)

Collaboration between general/ inclusion teachers and ESE teachers for the creation of lessons that benefit all learners and implementation of classroom accommodations (Teacher Coaches/ ESE Team Leader), and follow district pacing calendars, evidenced by teacher sign in sheets and Teacher Coach logs.

Person Responsible	Bethany Pafford (bethany.pafford@wcsb.us)

After school math instruction and test preparation twice weekly, each semester, as evidenced through after school attendance records.

Person Responsible	Joshua Sandgren (joshua.sandgren@wcsb.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

While the violent incidents and property incidents for our school are very low, an area of concern identified by SafeSchoolsforAlex.org is Drug/Public Order incidents. Our school ranks in the highest 5 in the state in this area of incidents. Stemming from this, our school has a high incident of suspensions when compared to the state. The school culture and environment will be monitored through the lens of this discipline data by use of climate surveys. Steps are in place to make improvements in this area through more stringent consequences district-wide for these types of incidents, as well as increased monitoring of hallways and areas where students congregate. Education about the dangers of of these actions will also be provided to students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Riversprings Middle School works each year to create and maintain a positive and inviting school community and culture. Each student on campus has an adult advocate in their TAP teacher, and AVID students also have their adoptive parent that they can seek out as well if they have a social or emotional need. (Aligns with District Goal C2). In addition, eighth grade students have a specific mental health curriculum that they work on during the year, and all students in grades six through eight have five hours of mental health education during the school year. RMS has both a School Resource Officer (SRO) and a School Guardian who interact with students and parents on a daily basis. They can be seen before and after school where students are being dropped off and picked up, as well as around the halls during the school day. Our SRO attends most school sporting events and after school activities and is widely known

throughout the community. Both the SRO and the Guardian have a positive rapport built with parents and students, and both stress school safety. Students are given the opportunity to come to our Student Services office for counseling purposes if they feel the need. Students in need are also referred to the district social worker for evaluation, who then coordinates referrals for services. Riversprings Middle School has a counselor available Monday - Thursday to assist with counseling needs. There are also support groups available. Students have the opportunity to sign up for support from New Horizons, a counseling program made available to our school during all school hours. New Horizons is a substance abuse prevention program that also serves to assist students in learning to make good choices and promotes positive self esteem. RMS works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. RMS sends home progress reports and report cards at regular intervals for both traditional and distance learning students, to make sure students and parents are aware of their progress in all classes. These include reports of the progress of students with exceptionalities and how they are progressing in inclusive classrooms, as well as what practices are being used to help them be successful. Teachers also make parent/ guardian contact via telephone or email regarding behavior and grades to keep parents informed on their child's progress. (BPIE Indicator 32) We host several events each year, including Open House, and Orientation for 5th grade students coming into 6th grade (hosted virtually in 2020 and 2021 due to pandemic concerns), and various banquets and awards ceremonies that parents are encouraged to attend, some of which were hosted virtually in 2020-2021, and will be in 2021-2022, due to pandemic concerns. Parents and community members are also encouraged to be members of and attend School Advisory Council meetings. The School Advisory Council is made up of various stakeholders in the school and community that meet quarterly to vote, implement, and progress monitor the School Improvement Plan throughout the year. RMS regularly updates the school website and hosts a Facebook page for information about upcoming events. In addition, we send out emails to parents through FOCUS to inform them about what's happening at our school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders for Riversprings Middle School include our students, teachers, staff, parents, and community members. Our students' role in promoting a positive culture at our school includes helping each other and the teachers and staff. We try to communicate the negative effects of bullying to all our students and help them make positive choices that benefit themselves and the school community. Our school holds students to the expectation that they will take care of the physical aspects of the school, such as picking up their trash and not vandalizing school property. Teachers create a positive classroom atmosphere and help guide students to be better citizens in their learning and school community. Teachers also communicate the progress of the school's efforts in creating a positive culture with other stakeholders, such as parents and community members. School staff include Administrators and Deans, paraprofessionals, secretaries and data personnel, custodial staff, lunch room staff, and bus drivers. These staff work to help create positive classroom and school environments by supporting teachers, assisting students with their needs, and maintaining a secure and clean school campus. Parents and community members support the school by being an advocate for students and assisting them academically, socially, and emotionally, by attending school functions such as sporting events, plays, concerts, awards ceremonies, and meetings, and by supporting the school financially.